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ABSTRACT

This book provides a shifting interplay of the terms pedagogy, democracy, and feminism around the idea of an emancipatory political project. Chapter 1, "Remapping Pedagogical Boundaries: Critical Pedagogy, Feminism, and a Discourse of Possibility," examines the pedagogical within a discourse of critique and possibility, and discusses the definition of pedagogical practices within broader paradigms that go beyond reproductive approaches, and places those practices within the field of cultural politics. Chapter 2, "Informing Pedagogical Practices: Democracy and the Language of the Public," extends the language of critique and possibility by examining it within the discourse of democracy and addresses democratic theory as a language and exploring the specific radical possibilities it offers for the wider struggle of social change. Chapter 3, "Inhabiting a Split: Feminism, Counterpublic Spheres, and the Problematic of the Private-Public," analyzes public spheres as spaces for democratic pedagogical practices within the particular emancipatory possibilities offered by feminist discourse. Chapter 4, "Re-creating Counterpublic Spheres: The Mothers' Movement in Argentina at the End of the Century," shows how the Mothers' Movement still constitutes an active counterpublic sphere today. Chapter 5, "Taking Position within Discourse: About Pedagogical and Political Struggles," analyzes the rethinking of the pedagogical practices within the university setting and concentrates on the problematic that emerges in the process of theory/discourse distribution and appropriation. Chapter 6, "Conclusion," leaves open the possibilities for further research and theorization. (SM)

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